

altered, yea the times are turned upside down; or rather we have changed the good times, chiefly by the help of the white people." When European world views undermined indigenous cultural identities, the Indians constructed their own intricate narratives filled with a tragic sense of myth and loss.

The complex interactions between and among natives, Africans, and Europeans crystallize in these works by Vaughn and Calloway, but effective use of these texts through classroom inquiry and discussion demands that an instructor act as a courageous guide. While *The Roots of American Racism* represents a work most appropriate for upper-division courses, a bold teacher of history might consider its use in a survey course as a model for the state of the art on the history of racial misunderstandings. On the other hand, undergraduates exposed to *The World Turned Upside Down* should find the book not only of value for a required reading text but also a journey into the art of doing history. Although history teachers certainly know the significance of the kind of culture clash that marked early America, the chorus of Indian voices and the awareness of racial paradoxes without a doubt will enrich students who engage the attitudes of the present.

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**Lorett Treese. *Valley Forge: Making and Remaking a National Symbol*. University Park: Pennsylvania State University Press, 1995. Pp. xv, 269. Cloth, \$45.00; ISBN 0-271-01402-4. Paper, \$15.95; ISBN 0-271-01403-2.**

"But what can I *do* with a history major?" History teachers familiar with that student query have probably responded at some point by discussing the options of agency and museum work. Yet many attempts to draw an interested student into the topic are challenged by a dearth of good studies that explore the ongoing work of site and artifact interpretation.

Lorett Treese seeks to fill that gap with this entertaining study of the numerous private organizations and public agencies that have played a role in presenting the Valley Forge park in eastern Pennsylvania to the public in the last century. Not intended as a history of the six-month Continental army encampment in the winter of 1777-1778, the book instead relates a dozen critical episodes in the succession of groups and individuals who have sought to explain, affirm, interpret, exploit, or impose direction upon both the Valley Forge site and its potential meanings for contemporary Americans.

Treese's stories reveal a tangled network that included an Episcopal parish and its museum, several self-legitimizing antiquarian and patriotic societies, a free enterprise foundation, and three very different park commissions. Her best story is that of the Rev. W. Herbert Burk and his campaigns to place the Washington Memorial Chapel at the spiritual and conceptual center of the park after World War One, illustrating in the process the adaptive reuse of the image of Washington at prayer. Some other sections are less revealing, particularly those dealing with the Pennsylvania park commissioners who controlled much of the site before 1976, but who often fail to emerge as either distinct personalities or clear spokesmen for their planning solutions, land acquisition, building reconstruction, or monument placement.

Teachers can use this book in classes that explore the paths that led to modern interpretive methods and approaches in public history. It's a good introduction to antiquarian piety, amateur enthusiasm, Williamsburg high-style devotees, recreational land use advocates, and political showcasing. The tales of Boy Scout encampments and the assessments of Presidential addresses at (and about) Valley Forge are particularly telling. Again and again we encounter a lack of interest in either archaeological or documentary research by so many of the past participants, all too eager to make the past conform to their own norms and visions.

Yet Treese is careful to note the difficulties of obtaining reliable evidence from the records of a temporary encampment in a troubled Revolutionary winter. Her text and bibliography identify the studies undertaken since the National Park Service assumed responsibility in 1976, and offer the basis for student projects to review and assess current work. In short, the book is an open-ended volume that can introduce

students to both the bad and the good in site and artifact interpretation, while providing a model for those who are interested in bringing public history to the classroom.

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Harry M. Ward. *The American Revolution: Nationhood Achieved, 1763-1788*. New York: St. Martin's 1995. Pp. xiv, 432. Cloth, \$35.00. ISBN 0-312-12259-4.

Stephen Conway. *The War of American Independence, 1775-1783*. London & New York: Edward Arnold, 1995. Pp. xvi, 280. Cloth, \$49.95. ISBN 0-340-62520-1. Paper, \$16.95. ISBN 0-340-57626-x.

These two broad synthetic works have much in common. Both seek to explain why thirteen of Britain's North American colonies rebelled, how they won their independence, and what that struggle meant for the participants. Both authors rely most heavily on secondary sources published over the last half century for analysis. Each quotes from the papers of participants to convey a sense of their feelings concerning the war and their part in it. Finally, both of the books are well written, and the authors render sound assessments of controversial individuals and events.

Harry M. Ward's scope is the broader. He devotes a quarter of *The American Revolution* to the coming of the war, half to the military conflict, including a section on "The Underside of the Revolution," and the final 25 percent to the Confederation period and the framing and ratification of the Constitution. He finds the roots of rebellion in the development of an "American" culture separate from that of Great Britain and in the removal of the French threat from Canada, which came at a time when the transitional state of the British economy, unstable political system, and society rendered Great Britain unable to respond intelligently to events in America. Once the Stamp Act crisis of 1765 "clarified the American and British positions on the constitutional relationship between the mother country and the colonies," war became virtually inevitable, though neither side realized it for a decade.

In his account of the war, Ward, the author of biographies of American generals George Woodon and Adam Stephen, skillfully weaves quotations from participants with assessments by historians into a clear and interesting narrative. He judges American leaders, especially Washington, to have usually employed good judgment and British leaders to have failed to understand the war and to have missed opportunities that possibly could have altered its outcome. Ward's social history of the Revolution makes extensive use of recent works on local, labor, ethnic, and women's history to discuss the effects of the war on common soldiers and non-combatants, Loyalists, and everyday life on the home front.

After surveying the structure of state governments and the Continental Congress, he concludes that the government under the Articles of Confederation might have been able to continue serving the U.S. had "its shortcomings been correctable by an adequate amending process." Ward devotes the final section of the book to drafting and ratification of the Constitution.

Ward's many quotations from historians and extensive bibliography make this an excellent tool for accessing the sources upon which it is based. Sections of the book could be assigned to advanced high school students with great profit.

Conway's military history of *The War of American Independence* places the conflict in an international context. He contends it was the first modern war because it was the war in which ideology became a force for political polarization and a people's war with an intensity more akin to the French Revolution and wars of the twentieth century than to the limited wars of previous eras. He also notes how the desire of "British commanders in America . . . to knock out the Continental army" marked a significant departure from the limited war paradigm of previous conflicts. Looking for indications of modernism led Conway to the conclusion that Britain called into service a greater proportion of her manpower than in previous conflicts and devoted a higher percentage of her national income (12.5%) to the war than she did to the French Revolutionary War (10.4%) a decade later. The composition of the American army, with conscripts drawn from across class lines, and the opening of its officer corps to non-aristocrats (sometimes